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EDUC 538

2/27/2011

**Game Critique Template**

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| *Overview* | *Description* | | |
| Title | Save the Zogs | | |
| Concept | The goal of this game is to save four Zogs (cute aliens) that are floating in space which is set in the coordinate plane. Each level the four Zogs are situated in a line. The only way to pass a level is to identify or create the line that will go through all four Zogs. To show master at each level a player must have three successes before leveling up.  There are nine levels in this game. The levels are broken up into three sets. In Levels 1-3 the Zogs are in lines with an undefined slope(x=) or zero slope (y=). In levels 4-6 the Zogs are in lines with non-zero slopes and a y-intercept of zero. In levels 7-9 the Zogs are in lines with nont-zero slopes and non-zero y intercepts (y = mx +b). Each set of levels has a progressive sequence of identifying the line that will save the four Zogs. Levels 1, 4, and 7are multiple choice. In levels 2,5, and 8 the Zogs are not visible, players must adjust variables to match a linear equation that the Zogs are in. Levels 3,6, and 9 are the most difficult, players have to construct an equation that will save the Zogs. | | |
| Learning Objectives *(explicit or implicit)* | To demonstrate mastery of linear equations. | | |
| Assessment *(explicit or implicit)* | Most likely related to learning objectives, content, and values and skills. Game may emphasize higher-level thinking skills, lower-level thinking skills or a combination. Consider also Rice, 2007 index.  Example(s): Leveling-up, Beating the “Boss”  This game assesses students understanding of linear equations. It could be use as a summative test but would be best used as a review tool or a formative assessment. It would work well in a student self-assessment situation. Students see a visual of their proposed graph each time they push the save button. This means that even if they do not get the correct answer, they get feedback so they can identify their own mistake. | | |
| Content *(explicit or implicit)* | Linear equations, coordinate plane | | |
| Values & Skills *(explicit or implicit)* | Critical thinking | | |
| Game Method/Style | This game would probably best be described as a puzzle game. | | |
| Audience | This game would be appropriate for any student that has some initial understanding of the coordinate plane and linear equations. There are some instructional elements but there would need to be some foundation to make adjustments and gain mastery. | | |
| Platform | Adobe Flash | | |
| Publisher | [www.mathplayground.com](http://www.mathplayground.com) | | |
| Developer | [www.mathplayground.com](http://www.mathplayground.com) | | |
| Release Date | Copyright 2010 | | |
| *Design Aspects* | *High* | *Average* | *Low* |
| Graphics & Sound |  | Not visually stunning by any means but is appropriate for the learning objective. Dork sounds when you are correct or incorrect. |  |
| Playability | Easy to figure out directions because incorrect lines are graphed so a player can identify mistake. |  |  |
| Entertainment |  |  | A student would not play this game for fun. Would be a good alternative to graphing on graph paper. |
| Replay Value |  | Different equations are used each game. Students could play multiple times and continue getting practice. The idea when leveling up is that you have gained some mastery or you would still be on the level. |  |

The above criteria were adapted from: Rice, 2007; Oblinger, 2006, and Game Informer Magazine